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AUTHOR Basualdo, Eugenio A.
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ABSTRACT

Designed to assist present and future vocational and technical educators in the establishment and use of advisory committees, the paper clarifies the functions of different types of advisory committees in vocational-technical education, identifies areas in which advisory committees may give guidance, discusses the formation of advisory committees, outlines procedures for conducting productive meetings, and identifies ways to reward committee members. The most frequently used advisory committees in vocational-technical education programs are the general advisory committee and the craft advisory; the joint apprenticeship committee is used less frequently. Some areas in which advisory committees may assist include: student recruitment, selection, and placement; program of instruction; public relations; and teacher assistance. Procedures covered include: selection and appointment of members, length of service, orientation of members, duties of the chairperson and secretary, meeting agenda, minutes of meetings, advisory committee recommendations, and member recognition. A sample advisory committee handbook and agenda and several copies of letters are appended. (EA)

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ADVISORY COMMITTEES IN VOCATIONAL-TECHNICAL PROGRAMS

Prepared By

Dr. Eugenio A. Basualdo
Department Head
Vocational-Technical Education Department

STATE TECHNICAL INSTITUTE AT MEMPHIS
5983 Macon Cove
Memphis, Tennessee 38134
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TABLE OF CONTENTS

INTRODUCTION	1
TYPES AND FUNCTIONS OF ADVISORY COMMITTEES	3
The General Advisory Committee	3
The Craft Advisory Committee	3
The Joint Apprenticeship Committee	4
AREAS IN WHICH ADVISORY COMMITTEES MAY ASSIST, GIVE GUIDANCE AND DIRECTION TO VOCATIONAL-TECHNICAL EDUCATORS	5
General Advisory Committee	5
Craft Advisory Committee	6
Student Recruitment, Selection and Placement	6
Program of Instruction	7
Public Relations	8
Teacher Assistance	8
HOW AND WHEN TO FORM AN ADVISORY COMMITTEE	9
Selection of Vocational Advisory Committee Members	10
General Advisory Committee Members	10
Craft Advisory Committee Members	10
Steps to Secure Vocational Advisory Committee Members	11
Official Appointment of Committee Members	12
Length of Service	12
Orientation of Advisory Committee Members	13
Duties of the Advisory Committee Members	14
Duties and Functions of the Chairperson	14
Who Should Serve as the Committee Chairperson?	15
Duties and Functions of the Secretary.	15
Who Should Serve as the Committee Secretary?	16
Strategy for Selecting the Chairperson and the Secretary.	17
ADVISORY COMMITTEE MEETINGS	17
Who Should Attend the Meeting	17
First Meeting of the Year	18
Preparing for the Meetings	18
Ample Notice Essential	19
The Meeting Room	19
The Meeting Agenda	19
Minutes of Advisory Committee Meetings	20
Advisory Committee Recommendations	20
REWARDING ADVISORY COMMITTEE MEMBERS	21
Resolution of Appreciation	21
Certification of Appreciation	21
Letter of Appreciation from the School Director, Superintendent, or Board Chairperson	22
Letter to the Advisory Committee Member's Superior	22
Meetings Attended by the School Director, Superintendent or Board Chairperson	22
Annual Advisory Committee Handbook	22
Catalogs	22
Invitations to School Functions	23
Parking Privileges	23
News Release	23

TABLE OF CONTENTS (CONT'D)

BIBLIOGRAPHY	24
GLOSSARY OF TERMS	26
APPENDIX A: Sample of Letter of Invitation to Serve on an Advisory Committee	27
APPENDIX B: Sample of Letter of Official Appointment	28
APPENDIX C: Sample of the Advisory Committee Handbook	29
APPENDIX D: Sample of Meeting Notice	42
APPENDIX E: Sample of Agenda	43
APPENDIX F: Craft Advisory Committee Plan of Work	44
APPENDIX G: Sample of Resolution of Appreciation	46
APPENDIX H: Sample of Certificate of Appreciation	47
APPENDIX I: Sample of Letter of Appreciation	48

ADVISORY COMMITTEES IN VOCATIONAL-TECHNICAL PROGRAMS

INTRODUCTION

Advisory committees in vocational-technical education may be defined as: a group of persons from the community that advise vocational-technical educators in matters regarding their educational programs. These committees are formally organized and its members voluntarily serve for a specific period of time. The members of vocational-technical advisory committees have no legislative or administrative authority. Advisory committees give guidance and direction to educators so they may maintain programs relevant to the needs of the community.

Advisory committees in publicly supported vocational and technical programs have been used for many years. Most of the state departments strongly stress the use of advisory committees in maintaining relevant and effective programs. Thirty-seven states have stipulated the formation of advisory committees as a condition for receiving funds for reimbursable programs. The earliest proponents of vocational-technical education recognized that if administrators and teachers attempted to set up programs without advise from employers, employees, and leaders from the community, then these programs would not meet the local manpower needs. They also recognized that these employers, employees and leaders from the community would feel disassociated from these programs. The pioneers of vocational-technical education understood that (for the sake of their graduates) the involvement of potential employers was needed to maintain the relevance of the programs and to let their programs be known.

Despite the importance that some vocational-technical educators have placed on the use of advisory committees and the benefits that may be derived from their proper use, research indicates that a large portion of vocational-technical education teachers and administrators continue to plan, staff, equip, operate, evaluate and update their programs with none or at best, a limited input from advisory committees. In fact, in very few states the use of advisory committees in vocational-technical education programs are required by law. The reasons for not using advisory committees in vocational-technical programs are varied. Some educators do not recognize the total value of having these committees. Other educators lack the time and expertise to communicate with advisory committees. Another good number of educators do not have the ability to organize and properly utilize the advisory committees. And yet still others are not familiar with the role and function of advisory committees.

The need to evaluate vocational-technical programs, based on the benefits obtained by its graduates and society, will tend to grow with the advancement of vocational-technical education funds and the need for innovation in vocational-technical education programs are on the rise. The number and level of skills needed in some trades have increased as industry's sophistication in its operations has increased. The need for time, on the part of the teacher, to help a more diversified student-body with a wide variety of problems increases daily. These reasons and many others will force teachers to establish and wisely utilize advisory committees to accommodate new demands.

As a contribution to those present and future vocational and technical educators who need to establish advisory committees, to those

who want to form advisory committees, and to those who may benefit from the use of advisory committees, this paper should help: 1) to clarify the functions of different types of advisory committees used in vocational-technical education programs; 2) to identify areas in which advisory committees may give guidance and direction; 3) in the formation of advisory committees; 4) in conducting productive advisory committee meetings; and 5) to identify ways to reward advisory committee members.

TYPES AND FUNCTIONS OF ADVISORY COMMITTEES

Three types of advisory committees are used in vocational-technical education programs: the General Advisory Committee, the Craft Advisory Committee, and the Joint Apprenticeship Committee. The General and the Craft Advisory Committees are the most frequently used committees.

The General Advisory Committee

This committee advises the top administrators (presidents, vice-presidents, deans, superintendents, assistant superintendents, directors, assistant directors, principals, assistant principals, etc.) of vocational technical programs in the direction, requirements, types of programs needed in the community, and the priorities that each of these programs should have. All vocational-technical schools should have one general advisory committee.

The Craft Advisory Committee

This committee is also referred to as the "Trade, Occupational or Departmental" advisory committee. It advises the person or persons in charge of that specific trade or department (department chairperson,

instructors, etc.) on matters regarding: 1) training needs and placement opportunities in the community; 2) curriculum content and minimum standards; 3) safety rules and regulations in the trade; 4) equipment and supply standards; 5) related information required in the trade; 6) types of production work and projects to be used in the shops for training purposes; 7) publicity and public relation practices; 8) student and faculty recruiting standards; and 9) counseling and guidance of students. All vocational-technical schools should have as many craft advisory committees as the number of trades offered in that school.

The Joint Apprenticeship Committee

This committee is the least frequently used committee of the three types of advisory committees employed in assisting vocational-technical educators. This committee is usually organized by the Bureau of Apprenticeship and Training, United States Department of Labor. When this committee serves as a joint apprenticeship committee its members receive pay and the functions of the committee is in charge of: 1) administering apprenticeship programs; 2) supervising apprentices in job situations; 3) developing suitable standards in the trade, which the apprentices must obtain during the training program; 4) selecting proper schools where the apprentice may obtain the related instruction required by the trade; 5) setting minimum qualifications for entering the apprenticeship program; 6) reviewing application and selecting apprentices; 7) preparing apprentices' agreements and supervising the apprentice to insure that the agreement is followed; and 8) registering those completing the apprentices' program with the United States Bureau of Apprenticeship and Training.

When the joint apprenticeship committee serves in an advisory capacity to a vocational-technical program, its main function is to help the person or persons in charge of that particular trade or department in determining: 1) the related instruction to be taught; 2) the instructional materials to be used; 3) prospective instructors; 4) latest changes in industry that should be incorporated in the school set up to maintain relevant programs.

It should be noted that when an advisory committee (general, craft, or joint apprenticeship) provides the consultation, advise and support for a program being initiated, the committee may be referred to as the steering committee.

AREAS IN WHICH ADVISORY COMMITTEES MAY ASSIST, GIVE GUIDANCE AND DIRECTION TO VOCATIONAL-TECHNICAL EDUCATORS

Although the functions of advisory committees sometimes extend beyond advisement (e.g. testifying in public hearings), it is the duty of vocational educators to assure that advisory committee members do not take upon themselves responsibilities which are not theirs. The following paragraphs list areas in which advisory committees may assist vocational technical educators.

General Advisory Committee

This committee may not only help vocational-technical educators in matters immediately related to their school, but also to improve vocational technical education in general. Some areas in which a general advisory committee's expertise may be utilized is in: 1) assembling, appraising, and disseminating facts which clarify educational needs and increase public understanding; 2) stimulating an increased sense of responsibility

for supporting vocational-technical programs; 3) providing means to inform the community about vocational-technical programs; 4) crystalizing opinions and obtaining unity of action which is essential for improving vocational-technical programs; 5) acting as a semi-official in expressing school and program thoughts and opinions in the community; 6) serving as a pressure group to expedite actions and obtain services needed by the vocational-technical program; 7) communicating with different community groups and other vocational-technical programs and institutions in and out of that community; 8) lobbying for vocational-technical programs; 9) gaining support for proposed legislation among the community, especially among powerful interest groups; 10) appraising trends and forecasting future community needs; 11) carrying out occupational surveys; 12) obtaining donations of money, equipment and supplies; 13) raising scholarships; 14) placing students; and 15) helping administrators determine instructors wages.

Craft Advisory Committee

Although some of the tasks of this advisory committee have already been outlined, the expertise of this committee can also be used in the following four major areas:

Student Recruitment, Selection and Placement. In this first area the craft advisory committee may assist in: 1) recruiting students through visits and speeches at feeder schools, youth clubs, civic clubs, and other organizations; 2) screening students who are applying for admission to the program; 3) developing aptitude criteria for the selection of students; 4) arranging cooperative work experiences with industry and business for students; 5) locating part-time work experiences during

summer vacation for the students; 6) finding positions for program graduates; 7) providing scholarships and other financial aid for students in need and for those students who excell in the program; 8) locating schools for outstanding students who wish to continue their education and training; and 9) reporting and maintaining graduate employment and advancement records.

Program of Instruction. In this second area the craft advisory committee may assist in: 1) revising curriculum content (at least once a year); 2) arranging and re-arranging course content to reach different levels of students; 3) adjusting curriculum to serve small as well as large companies in the community; 4) assessing program effectiveness; 5) surveying local industrial manpower needs; 6) obtaining support for needed changes in the shop or program; 7) selecting and breaking in new teachers; 8) interpreting laws that affect the program; 9) collecting funds for subsidizing teachers salaries in cases where school funds are inadequate to obtain a competent instructor; 10) obtaining needed school equipment and supplies on loan, as gifts, or at special prices; 11) evaluating physical conditions, adequacy of equipment and layout of the laboratory or shop; 12) establishing and maintaining a library of visual aids, magazines, and books concerning industry; 13) establishing standards of proficiency to be met by students completing the program successfully; 14) selecting production jobs and projects to be used in the training program; 15) locating and obtaining sample kits of raw materials, finished products, production processes, charts and posters, etc., for exhibit and instructional purposes in the classrooms and shops; 16) selecting books to be used in the program; 17) arranging and re-arranging

of equipment and machinery to better utilize floor space and to make the shop safer and more conducive to learning; 18) conducting safety check-ups in the shop; 19) helping to select of serving as speakers for classes and meetings; and 20) arranging field trips to industry for students, counselors, administrators, and teachers.

Public Relations. In this third area the committee may assist vocational education in: 1) bringing programs to the community; 2) relating programs to unions, labor and employers; 3) providing news stories concerning the program to magazines published for specific industry groups; 4) attending meetings in support of vocational-technical education which may be called by local and state school officials, boards and legislative groups; 5) obtaining labor and management support for vocational education; 6) participating and bring visitors for career days, open houses, and other school activities; 7) arranging and participating in news media releases; 8) exercising influence on policy makers at the school and community level to improve the quality of the program; 9) providing means to advertise programs in local communities; 10) presenting programs to the public through radio and television broadcastings; and 11) promoting programs within the company among co-workers and their families by posting information on bulletin boards, putting news stories in company bulletins and inserting enclosures in pay envelopes and new employee packets.

Teacher Assistance. In this fourth area the committee may assist by: 1) helping the instructor in new areas or areas in which the instructor does not feel competent; 2) helping the instructor in interpreting and implementing safety in the school shop; 3) interpreting laws affecting the trade; 4) arranging summer and/or part-time employment for teachers

for up-dating job skills; 5) collecting funds and arranging substitute teachers so the instructor may attend regional and national meetings of industry and teacher's organizations; 6) arranging for substitute or resource instructors from industry to assist the regular teacher; 7) helping in-service training of the teacher; 8) serving as judges in youth organization contests; 9) helping to organize youth contests; 10) helping in the preparation and reviewing of budget requests for laboratory shop, equipment and supply; and 11) helping establish teacher qualification requirements.

HOW AND WHEN TO FORM AN ADVISORY COMMITTEE

Ideally all vocational advisory committees should be in operation before the vocational or technical programs are established. The general advisory committee, which advises the top administrators in a vocational technical school or program, should be formed before the main administrator is selected. In fact, the general advisory committee should have some input in the selection of the main administrator. Once the top administrator is appointed, the general advisory committee should help the administrator to select other administrators needed, and to determine what programs should be offered. As soon as the programs to be offered are determined, the main administrator should form a craft advisory committee for every program or trade that the school will be offering. Each craft committee should be involved in the selection of the instructor(s) for the program, the selection of equipment and supplies, and the arrangement of physical facilities.

In reality, in most of the vocational-technical schools or programs, when the instructors are hired, there is a general advisory committee but

there are no craft advisory committees formed, therefore, the instructor or person in charge of the programs has to start the appropriate craft advisory committee. The remaining paragraphs of this paper will deal with the procedures on forming and maintaining vocational-technical advisory committees.

Selection of Vocational-Technical Advisory Committee Members

The vocational advisory committee member should be chosen according to the purposes of the committee being formed. In general, these members should have: 1) competence in the specific area he is advising; 2) the respect and confidence of his peers and community; 3) have interest in vocational-technical education; 4) have adequate time to serve on the committee; 5) have a strong sense of responsibility and civic mindedness; and 6) have some influencial power (political, etc.) in the community.

General Advisory Committee Members. Since it is designed to serve a total school or program, the general advisory committee should have members who represent broad major interests in the community. This means leaders from business, industrial management, and an equal number from organized labor. Members from organized groups that are concerned with the public aspects of vocational-technical education should also be included. These community leaders should be able to interpret the effects of federal, state, and regional policies and trends on local programs, and from the interpretation, new programs should be derived and obsolete programs should be curtailed.

Craft Advisory Committee Members. These members should be craftsmen who are successfully working in their trade, and craftsment who have been promoted to front line supervision positions.

Steps to Secure Vocational Advisory Committee Members

In the process of inviting people to serve on vocational advisory committees, we will find that some prospective members are not interested or are unable to serve on a committee. When there is a lack of interest among some prospective members to serve on advisory committees, they tend to lower the morale of other prospective members by spreading the word around. It is even possible to create a chain reaction that could make it impossible to get anyone to serve on these committees. To avoid this possible problem, the following steps are suggested to secure advisory committee members: 1) make a list of all possible businesses, industries, and organized groups within your employment community; 2) from this list make a second list with the prospective members to serve on your committee; 3) bring the list of prospective members to your supervisor and ask her/him to delete all those prospective members names that she/he thinks, for whatever reason, should be excluded from serving on the committee. This must be done, since the success of the advisory committee will depend on the faith, empathy, and confidence that your supervisor has on the committee members. This in turn will dictate the amount of cooperation that you will receive from your supervisor to implement the suggestions given by the committee; 4) approach each remaining prospective member's supervisor and ask for her/his opinion in cooperating with her/his subordinate if invited to serve on your committee. Eliminate those prospective members who do not have the endorsement of their supervisors. If your prospective member's supervisor does not approve, it is likely that she/he will not cooperate, and without her/his cooperation, even the job of your prospective member may be jeopardized; 5) approach those prospective members that remain on your list and ask them in a discreet

manner if they would be willing to serve on your committee. Eliminate those prospective members who have a negative or undecided position; 6) from those members remaining, select eight to twelve if you are forming a craft committee, and twelve to twenty if you are forming a general advisory committee. In selecting these members, you should make sure that they represent a cross section of organizations, geographical areas, age, social groups, and employers in the community. Keep in mind that the most aggressive and ambitious candidates do not always make the best advisory committee members; 7) make a personal visit to each of the selected members and verbally invite them to serve on your committee. Find out possible days and times convenient to hold the first meeting. Also announce that she/he will be receiving a letter of invitation (Appendix A); 8) once you have the verbal approval from each member you wish to serve on your committee, send a letter of invitation to each. These letters should be signed by the highest administrator in your school.

Official Appointment of Committee Members

As each invited committee member positively answers the letter of invitation, a letter of appointment (Appendix B) signed by the highest possible administrator or chairperson of the school board should be sent to the prospective member. This procedure will insure prestige to the committee, clarify the service of authority in the school, and serve to set the stage for an harmoneous relationship.

Length of Service

The suggested length of appointment for advisory committee members is three years. These appointments should be staggered so every year

one-third of the committee would be replaced; this procedure will ensure continuity in the work performance of the committee.

When forming a new committee, one-third of the members should be appointed for one year, another one-third for two years, and the remaining one-third for three years. Thereafter, each appointment should be for three years.

Once a committee member has been appointed she/he should serve the full term of appointment. Asking a committee member to resign tends to lower the morale of the committee. Sometimes, a committee member does not fulfill the expected obligations; when this occurs it is suggested that the reasons for the lack of commitment be investigated and the proper corrections made. When the lack of commitment persists and the morale of the total committee begins to deteriorate the following measure is suggested. The chairperson and the secretary should get together and deliberately arrange in the agenda items which will require the formation of ad hoc committees in which the uncommitted member will be required to participate. Most of the uncommitted members will voluntarily resign rather than work on these ad hoc committees.

Members whose term is expiring may be reappointed for a new term. Although this is an accepted practice, it should not be abused. Imposed reappointments tend to deteriorate the work drive of the committee. It should be kept in mind that the quality, prestige and success of an advisory committee will be related to the size of the pool from which the members were selected.

Orientation of Advisory Committee Members

All new members should be contacted prior to the first meeting. All new members should be oriented for the task through a letter, telephone

call, or a personal visit. Each new member should receive an advisory committee handbook (Apprendix C) which should contain the following items: 1) historical review of the school; 2) philosophy of the school and each vocational program; 3) advisory committees functions and concerns; 4) duties of the advisory committee chairperson, secretary, and other members; 5) latest accomplishments of each advisory committee; and 6) roster of each advisory committee.

Duties of the Advisory Committee Members

As stated previously the main objective of vocational-technical advisory committees is to advise vocational-technical educators in matters regarding to the school. All committee members must keep information discussed in the meeting confidential and avoid criticism of school facilities, administration, faculty or staff.

Duties and Functions of the Chairperson.

The duties of the advisory committee chairperson are: 1) preside over all meetings of the committee; 2) minimize meeting formality to produce a relaxed atmosphere conducive to productivity; 3) make meetings sociable and rewarding to each committee member; 4) plan the meeting agenda together with the person(s) receiving the committee's advise; 5) sign all meeting announcements, notices, and other information that are sent to committee members, school administrators, and others that must be informed of committee activities. All materials sent out by the committee should be sent on official school stationary; 6) help the secretary eliminate unnecessary information from the minutes as well as to add pertinent information being left out. This activity

should be carried out immediately after the advisory committee meeting is adjourned.

Who Should Serve as the Committee Chairperson?

The most appropriate person to serve as the committee chairperson would be a layperson from the community. This will help to confirm that the school is interested in better serving the community. Another reason why a layperson should serve as a chairperson is that the school administrators will be more sympathetic to accept recommendations that had been signed by a layperson than by one of their subordinates.

Since the chairperson is extremely important to the success of each meeting, it is necessary for her/him to possess the following characteristics: 1) be sincere, confident, and enthusiastic in order to arouse interest in others; 2) be a good listener and be able to comprehend all other committee members; 3) be fair and courteous to all committee members; 4) be patient with those committee members that have difficulty in expressing themselves; 5) be goal oriented and able to keep the meeting along the set objectives; and 6) be able to enccurage all committee members to participate.

The chairperson should avoid: 1) being the final authority on all subjects; 2) bearing pressure on the group to agree with personal views; 3) talking over the heads of the committee members; 4) mannerisms; and 5) being despotic with the group.

Duties and Functions of the Secretary

The duties and functions of an advisory committee secretary are vast and vital to the committee's success, and require time and dedication.

Among these duties and functions are the following. 1) Preparation and mailing of announcements, minutes, and other information to committee members and school administrators. These materials should never be mailed unless they are accurate and neat in appearance. They should be typed and free from grammatical, punctuation, and typing errors. In those cases when the person in charge of the secretarial work does not possess these skills, engaged the school secretary to make corrections and type. 2) Announce meetings. Prompt announcements and feedback following a meeting is very important. 3) Organize and disseminate minutes. Immediately after the meeting, the secretary and chairperson should get together to organize and detail the materials into a meaningful whole. 4) Explain the program(s). This requires an understanding of the problems and objectives of the program and their relative priority. 5) Motivate appropriate school administrators, faculty or staff needed to implement committee recommendations or to prepare necessary background materials. 6) Be alert, immaginative, and sensitive to the view points and suggestions of others. 7) Be willing to do whatever is necessary to make the committee a success.

Who Should Serve as the Committee Secretary?

The secretary's job requires a person who is tactful, patient, hard-working, professional, willing to adjust to committee needs, and has the time to make the committee a success. Therefore, the most qualified person to serve in this position is a person from the school being advised. In the case of a general advisory committee, the school person(s) (assisted by the school's secretary) will serve as the committee's secretary. In the case of a craft advisory committee, the instructor or person in charge of the program is the best suited.

Strategy for Selecting the Chairperson and the Secretary.

Both the chairperson and the secretary of an advisory committee can be elected or nominated. For motivation purposes, the election system is recommended. Strategically we want to elect a layperson for chairperson and a person from the school for secretary. The following procedure is suggested to insure success in this strategy. When the need for electing a chairperson and a secretary arises, it is important that the duties and functions of each is described fully. Once this is accomplished the nomination for secretary can be opened. Since the secretary's job requires a lot of time and work, it is likely that the person from the school will be nominated. If the person in charge of the school program is not nominated, she/he should come forward and put her/his name in for nomination. Once the secretary is successfully elected, a layperson can be elected chairperson without much problem.

Elections for chairperson and secretary should be held annually. Once the person in charge of the program has served as secretary for one year, her/his annual renomination can be assured.

ADVISORY COMMITTEE MEETINGS

Productive advisory committee meetings are the result of careful planning and expert guidance aimed at getting results. The committee chairperson's aim is to make the meeting as effective as possible in reaching joint decisions and solutions. The interplay of knowledge, experience, opinions, and ideas is one of the outstanding characteristics of a good meeting.

Who Should Attend the Meeting

The appointed committee members and the school person(s) being advised should attend the committee meetings. On different occasions, other persons may be invited, e.g. if no one from the committee has enough expertise in an

area being discussed, one or more consultants may be brought to the meeting. It is possible that other teachers may need to attend a meeting for some specific reason. School officials are invited to the first meeting of the year to welcome committee members, and to other meetings when an issue that needs the top administrator's support will be discussed. In programs where more than one instructor is employed, although one would be involved in the committee as the secretary, the other instructors may sit in the meeting.

First Meeting of the Year

The chairperson or acting chairperson should open the meeting by introducing herself/himself, then have each member do the same and to tell something about the work she/he does. The chairperson should discuss the school philosophy, the functions of the advisory committee, and the importance of cooperation between industry and the school. The first meeting provides an opportunity for the top school administrator or board chairperson to welcome the committee, to thank members for their cooperation, and to express his views on the functions of the committee. Elections should be conducted during the first meeting of the year.

Since the first meeting tend to influence all future committee meetings, it is especially important that it be properly planned. Name cards should be provided for each member containing name and title. Attendance to this and all committee meetings should be one hundred percent. Most of the times, absenteeism is caused by poorly planned meetings or when meetings are called for no purpose.

Preparing for the Meetings

The physical preparations for the meeting are vitally important. Notifying the members and double-checking on room, chalk, chairs, and needed equipment are only part of the preparation. The chairperson must be ready to serve as

leader for the meeting and each member must have studied the problems to be considered by the committee.

Ample Notice Essential.

Each advisory committee member should be sent a meeting notice early enough so he can arrange to attend (Appendix D). The date, time, place, and purpose of the meeting should be clearly spelled out. Each member should be informed and supplied with any data or special materials which should be received prior to the meeting. If possible, the members should be reminded by phone the day before the meeting and told approximately how long the meeting will last.

The Meeting Room.

The meeting room should be well lighted, well ventilated, reasonable quite, and comfortably heated. It should be the best room available which has been double checked to make sure that it is reserved for the particular meeting, and that it is clean, in order, and with a sufficient number of tables. Paper and pencils should be available for each member and guest present. Although the length of the meeting is recommended to range from sixty to ninety minutes, coffee, tea, refreshments, or water should be available when the meeting is planned for over an hour.

The Meeting Agenda.

The agenda (Appendix E) is generally prepared by the school person being advised in cooperation with the chairperson and then sent to each member in advance. An agenda should contain from three to five new items for discussion. Many of the problems that arise in a vocational-technical school need prompt solutions. Therefore, they should be solved by a telephone call or personal visit from the person being advised to selected advisory committee members.

It is suggested that vocational-technical advisory committees meet four times a year and each time a major be discussed. For example, the craft advisory committee's major themes to be discussed in each of the four respective meetings should be: 1) the problems related to the students; 2) the problems related to the program of instruction; 3) the problems related to public relations; and 4) the problems related to the instructor. It is recommended that a three year plan (Appendix F) of activities for the advisory committee be formulated.

Minutes of Advisory Committee Meetings

It is the responsibility of the secretary to write the minutes of the meetings. It is important that at the end of each meeting, the secretary and the chairperson review the minutes and delete any unimportant materials and/or include materials that the chairperson believes to be important but that the secretary had overlooked. Once the minutes have been edited and typed, they should be distributed to all committee members and to those school officials who have the authority to implement the committee's recommendations. It is important to maintain a file containing the minutes and other documents from committee meetings for reference and historical records.

The minutes should include: date, time of meeting, place, name of presiding officer, names of those present/absent, discussion, dates of significant correspondence or other documents discussed during the meeting, important decisions and recommendations, name of the secretary, and names of those to whom copies will be sent.

Advisory Committee Recommendations.

It is important that a recommendation be reached for each item discussed in the advisory committee meeting. The chairperson should curtail discussion

of those items which, because of lack of data or other reasons, the committee will not reach a decision. A sub-committee or ad hoc committee should be formed to obtain enough data to come to a conclusion for each item which the chairperson had curtailed. The conclusions and recommendations from an ad hoc committee should be announced at the next committee meeting. The secretary should assist all ad hoc committees so they may accomplish their mission within the given time.

Every advisory committee recommendation should be highly considered for implementation. In those cases where the implementation is not possible, a prompt explanation should be given to the committee members. It is a good practice that at every meeting the members visit the school and see the implementations of their previous recommendations. The failure to implement committee recommendations tends to decrease the morale and the affectiveness of the committee.

REWARDING ADVISORY COMMITTEE MEMBERS

Appreciation and recognition for the time, effort, and expertise given by advisory committee members to the school and its programs should be expressed by the beneficiaries. Although gratitude can be expressed in many ways, the following suggestions to reward advisory committee members should be considered.

Resolution of Appreciation.

It is a neatly typed letter with the names of all committee members and signed by the school person(s) benefiting from the committee's guidance and advisement. It should be framed or suitable for framing (Appendix G).

Certificate of Appreciation.

At the end of the school year, many schools award a framed certificate of appreciation to each advisory committee member who has completed her/his

service with the committee. (Appendix H).

Letter of Appreciation from the School Director, Superintendent, or Board Chairperson

The letter of appreciation from a school official is given to a particular advisory committee member for special efforts on the part of that committee or committee member. (Appendix I).

Letter to the Advisory Committee Member's Superior.

This is one of the most effective means of recognizing an advisory committee member and the cooperation received from his superior and company. The effectiveness of this letter is enhanced by the high ranking signature. A copy of this letter should be sent to the advisory committee member(s) being recognized.

Meetings Attended by the School Director, Superintendent or Board Chairperson

An effective way in which the highest ranking school official can give recognition to the services of an advisory committee is by attending the advisory committee meetings occasionally and by personally acknowledging his gratitude to the advisory committee members for their efforts.

Annual Advisory Committee Handbook

Every vocational-technical school should develop a handbook and update it annually. These handbooks serve the purpose of recognizing members for their valuable assistance to the school.

Catalogs

Some vocational-technical schools print catalogs. In such cases, it is wise to give recognition to the advisory committee members by printing their names in the catalog.

Invitations to School Functions

Whenever possible, all advisory committee members should be invited to attend school functions.

Parking Privileges

Letters announcing committee meetings should contain parking instructions and a permit to park in a particular area. A windshield sticker could also be used which would be valid for one year, and would permit the advisory committee member to park anywhere on campus at any time.

News Release

Local news releases appraising advisory committee members and their companies for their cooperation and accomplishments is another way of showing recognition to advisory committees.

There are many other possible ways of recognizing advisory committee members for their valuable performance. In reality, recognition of advisory committee members is only limited by one's imagination.

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GLOSSARY OF TERMS

AD HOC ADVISORY COMMITTEE

It is a committee that is formed to solve a specific problem. Once the problem is solved, the committee is abolished.

CRAFT ADVISORY COMMITTEE

This committee advises the person or persons in charge of that specific trade or department on matters regarding the program.

CURRICULUM ADVISORY COMMITTEE

It is a craft advisory committee that concentrates its advice on matters dealing with curriculum.

DEPARTMENTAL ADVISORY COMMITTEE

It is synonymous with craft advisory committee.

GENERAL ADVISORY COMMITTEE

This committee advises the top administrators in the direction, requirements, types of programs needed in the community, and the priorities that each of these programs should have.

OCCUPATIONAL ADVISORY COMMITTEE

It is synonymous with a craft advisory committee.

STANDING COMMITTEE

It is a committee that is formed and maintained indefinitely and solves problems as they arise.

STEERING COMMITTEE

It is a committee that provides the consultation, advice and support for a program being initiated.

TRADE ADVISORY COMMITTEE

It is synonymous with a craft advisory committee.

Many times, advisory committees are referred to as advisory counsels.

APPENDIX A

SAMPLE OF LETTER OF INVITATION TO SERVE ON AN ADVISORY COMMITTEE

November 26, 1974

Mr. Julian A. Carpintero
Production Manager
Victoria Tools and Dies
5042 Liberty Avenue
Memphis, TN 93418

Dear Mr. Carpintero:

This letter is to formalize our conversation regarding the formation of a Tool and Die Design Advisory Committee at Whitestone Area Vocational-Technical School. As I mentioned, we are planning to initiate a vocational-technical program in the field of Tool and Die Design. In doing so, it will be necessary for us to have assistance from your industry in formulating the plans for this program.

Since you have extensive experience in this field, we would like to invite you to serve on the Tool and Die Design Advisory Committee presently being formed.

We are planning to have four formal meetings during the year. The first meeting will be held on January 10, 1975 at 4:00 PM in the Whitestone Area Vocational-Technical School faculty lounge. The remaining meetings will be scheduled at the appropriate time.

An Advisory Committee Handbook will be mailed to you under separate cover. If you have any particular questions regarding the Handbook or any other matter, please do not hesitate to call me.

Sincerely,

Richard L. Viking
Superintendent

RLV:sw

APPENDIX B

SAMPLE OF LETTER OF OFFICIAL APPOINTMENT

December 10, 1974

Mr. Julian A. Carpintero
Production Manager
Victoria Tools and Dies
5042 Liberty Avenue
Memphis, TN 93418

Dear Mr. Carpintero:

The Board of Trustees of the Whitestone Area Vocational-Technical School takes great pleasure in appointing you as a member of the Tool and Die Design Advisory Committee at the Whitestone Area Vocational-Technical School. Your appointment to serve a three-year term required the approval of the Board. May I say that at last night's meeting, your nomination received unanimous approval.

Your background and expertise in the field of Tool and Die Design qualified you as one of the most valuable members of the advisory team. We welcome the opportunity of receiving your advise which will not only assist us in better serving industry, but will also enhance our service to the community.

We look forward to a successful three-year term. It is a pleasure to welcome you as a member of our working team.

Sincerely yours,

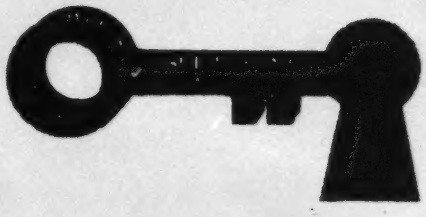
Bradley J. Rhodes, Chairman
Board of Trustees

BJR:ab

APPENDIX C

SAMPLE OF THE ADVISORY COMMITTEE HANDBOOK*

ADVISORY COMMITTEE HANDBOOK



memphis skills center
591 washington avenue
memphis, tennessee 38105

*Portions of this Handbook were deleted.

MEMPHIS CITY SCHOOLS

ADMINISTRATION

Superintendent . . . . . Mr. John Freeman
Executive Deputy Superintendent. . . . . Dr. Shelby Counce
Deputy Superintendent. . . . . Dr. Willie Herenton
Acting Assistant Superintendent . . . . . Mr. Joe Warlick

Division of Vocational Education

Director. . . . . Mr. W. A. McGinnis
Adult Education Center Director . . . . . Mr. W. E. Wild
Skills Center Director . . . . . Mr. N. W. Gates

Skills Center Advisory Committees

General Chairman . . . . . Mr. James Frommel

MEMPHIS SKILLS CENTER

591 Washington

Memphis, Tennessee 38105

526-6555

Introduction 1
Foreward 2
Chairman's Message 4
Justification of Advisory Committees 5
Types of Committees 7
Functions 9
General Advisory Committee 19
Auto Body Committee 22
Auto Mechanics Committee 24
Building Maintenance Committee 26
Civic & Gov't./Social & Religious 28
Clerical Committee 31
Cooking/Baking Committee 34
Industrial Truck Committee 36
Machine Shop Operator Committee 38
Program Assistants Committee 40
Public Relations Committee 43
Sales Committee 45
Small Appliance Repair Committee 48
Supportive Services Committee 49
Upholstery/Furniture Refinishing Committee 52
Welding Committee 54

*Revised 1/76

INTRODUCTION

The Memphis Skills Center has offered classes in Memphis since 1963 under the auspice of the Memphis City Schools system. Since that time, more than seventeen different occupations have been taught, and more than three thousand persons have been enrolled in classes.

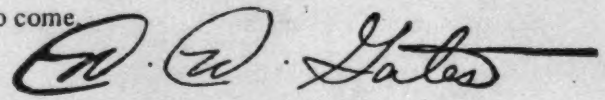
At the present the program is funded by the Comprehensive Employment and Training Act, commonly known as C.E.T.A.

FOREWORD

We, at the Skills Center, are confident that in programs of vocational education, our advisory committees serve a vital and much needed link between our staff and the community. Throughout the history of vocational education in the United States, it has been the practice to turn to advisory committees and other lay citizens for assistance in conducting comprehensive educational programs so vitally needed in vocational education.

Advisory committees such as ours can and do contribute to the program in a number of ways. In addition to identifying training needs, they can assist in keeping the programs coordinated. They can provide information for keeping instructional content current. They can often help in the recruitment of competent persons as instructors. They can be of help to teachers in service. They play an important role in the job placement of graduates. Probably the most valuable function of our committees has been the building of respect and prestige for the vocational program here at the center.

Our advisory committees have done and will continue to do an excellent job in helping our center become one of the finest in the United States. We at the Skills Center would like to take this opportunity to thank each one of you for a job well done. We look forward for your support in years to come.



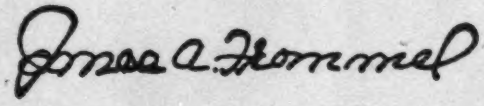
N. W. Gates, Director
Memphis Skills Center

CHAIRMAN'S MESSAGE

Advisory committees at the Memphis Skills Center have provided the vital link between the business community and the center in areas of curriculum development and student placement.

In just a few short years, the number of active committee workers has risen from only a handful to over 266.

Listed in this handbook are the dedicated men and women who serve so faithfully in these committee assignments.



James A. Frommel, Chairman
General Advisory Committee

36
32

JUSTIFICATION OF ADVISORY COMMITTEES

Because vocational education is designed to train people for successful employment in industrial settings, it is important that those persons most familiar with industry be involved in the various facets of vocational education. Therefore, since the Skills Center programs are designed to prepare adults for jobs in trade, industry, and business, it is "good business" to insure that leaders in the Memphis industrial community demonstrate a thorough understanding and strong support of the Skills Center programs. In order to accomplish this, we actively seek the support and assistance of local employers and civic leaders to join us in providing us an excellent training program carefully planned to meet the various needs of the students.

It has been demonstrated that those who represent business and industry can provide invaluable advice and information concerning preparation for the world of work. Furthermore, such persons can provide up-to-date information about trends, ideas, and developments in industry of which educators may not be aware. And, perhaps most important, persons on advisory committees can help build respect and develop prestige for the vocational training programs by serving to increase public awareness through their own public relations efforts.

TYPES OF COMMITTEES

The Memphis Skills Center currently has thirteen active advisory committees for the occupational areas, committees in several supportive areas, and a general advisory committee primarily composed of the chairmen of the other committees. Following is a list of each committee and chairman:

General Advisory	James Frommel
Social & Religious/Civic & Government	Warren Draffin
Public Relations	Ed Collins
Supportive Services	Robert Atkins
Auto Body Repair	Vernon Peace
Auto Mechanics	Grady Camp
Clerical	Bill Key
Commercial Food Service/Baking	Whelan Cully
Small Appliance Repair	Ron Johnson
Sales	Peter Ackerson
Industrial Truck Repair	Grady Jones, Jr.
Building Maintenance	James Carry
Machine Shop	Charles Force

Program Assistants/Audio-Video Repair	Gary Ballard
Upholstery/Furniture Refinishing	Jim Morris
Welding	Fane Parker

Each committee meets every other month at the Skills Center for business meetings. The bimonthly meetings are planned around the schedules of the committee members; thus, some groups meet at noon, others in the evening. Also, some committees alternate between afternoon and evening meetings, so that all members of the committee can participate more easily. Each committee has designated specific dates that have become standard for that committee, so that members may anticipate and plan for future meetings.

38
34

FUNCTIONS

The Advisory Committees may function in a number of areas and be of inestimable value in providing advice, assistance, and support to the Skills Center. However, the members have neither legislative nor administrative authority. The administration is fully cognizant and appreciative of the expertise available through the advisory committee members, administrative authority is limited to the Skills Center Director.

There are five (5) main areas in which the Advisory Committee can be helpful to the Skills Center staff:

1) Providing assistance with occupational surveys
2) Verification of curriculum course content
3) Support for proposed legislation
4) Direct assistance to personnel and programs
5) Public Relations

Occupational Surveys

As representatives of industry, committee members often have firsthand knowledge about the need for training, retraining, and upgrading individuals in the community. To verify this knowledge, however, members can

implement or assist in occupational surveys. Members can provide help by gaining public support for the survey, by identifying the type of data. Surveys of this nature can determine the need for adding, deleting, or modifying courses offered through the Skills Center program.

Verification of Curricular Course Content

A second important area of assistance is in assuring that each course is practical, worthwhile, and in keeping with current industrial standards. In order that courses be as realistic as possible, committee members are urged to provide criticism and evaluation of the curriculum developed by the Center staff. Though every effort has been made to insure the development of quality material, we realize that curriculum is never completely and finally developed; it is always being developed. As industry changes, courses must be changed.

Committee members can also be very helpful in assuring that instructional materials, equipment and supplies, production and shop standards, and course content are all occupationally-oriented and up-to-date. Course realism is the single most important factor in

planning and maintaining Skills Center courses. The knowledge of committee members regarding the standards and demands of industry is especially needed in curriculum verification and evaluation.

Although the Skills Center is evaluated periodically by the Tennessee Department of Education, our actual industrial evaluation by advisory members has been initiated recently. In this manner, the course offerings are appraised as valid or invalid and appropriate measures taken to give meaningful training to each student.

Support for Proposed Legislation

The Skills Center, formerly under the Manpower Development and Training Act of 1962, is now under the Comprehensive Employment and Training Act of 1973. Under this Act, it is anticipated that the Skills Center will be more directly involved in securing appropriations, funds, and grants. Advisory committees can be supportive of education legislation and appropriations.

Members may express their approval through attendance at public hearings, through letters or telegrams in support of legislations, or through soliciting support through speeches at civic meetings. For this reason,

advisory committee members are challenged to serve as spokesmen for the Skills Center, advocates of a strong program designed to help meet the needs for a changing work force.

Direct Assistance to Personnel and Programs

A survey of the Skills Center staff revealed the following ways in which the advisory committees can help the Skills Center personnel and programs:

*Suggest ways or techniques for improving safety

*Arrange visits for students/instructors in related industrial settings

*Assist in arranging speakers for classes

*Suggest reference materials and magazines to supplement curriculum

*Tour facilities and make recommendations regarding uses of shop adequacy and equipment, as well as physical conditions of shop

*Assist and advise on technical matters, both to instructors and students

*Assisting recruitment of students through speeches to school groups, civic groups, and "career day" meetings

*Determine and verify need for modification of course content

*Suggest needed modification or expansion of facilities

*Demonstrate support for program by attending advisory committee meetings

*Assist in providing awards for outstanding students and teachers

*Participate in radio and television community affairs programs in support of Skills Center and vocational education

*Assist in paying membership dues for teachers in industrial organizations

*Inform instructors of current developments in industry, including such areas as new equipment and techniques, as well as obsolescent equipment and techniques

*Suggest production and shop standards to improve quality and realism of training program

*Suggest ideas for training projects that will supplement curriculum

*Assist in securing new or used parts, equipment, and machinery for training purposes

*Provide information for loan or donation of current audio-visual materials, such as films, filmstrips, transparencies, cassettes, etc., on related areas

*Assist instructors in obtaining technical manuals, charts, graphs, etc.

*Review and evaluate Skills Center curriculum, including videotaped curriculum

*Demonstrate to instructors and students ways of improvising (shortcuts) that will be encountered in industry

*Assist in placement of students upon completion of program

*Support programs through work in public relations

*Invite students to participate in industrial training program

*Assist instructors with actual on-the-job training where possible

Another area of support is through membership in associations which support vocational education. Manufacturers' associations, unions, and service clubs are more likely to support such legislation when they are encouraged to do by the enthusiasm of the membership.

Public Relations

A final–and very important–area of support is in the gamut of public relations. Members can encourage endorsement of the Skills Center by contacting members of community groups. Committee members are encouraged to speak with enthusiasm about the successes and merits of the program. They can disseminate information with authority about the role of education in providing well-trained persons who are fully prepared to enter the world of work. Committees can also help correlate the work of the Skills Center with that of other community agencies, so that a cooperative effort can be maintained.

We believe that public relations is probably one of the most important–and effective–uses of advisory committee

members. Though the Skills Center staff works in the area of public relations primarily by industrial visitation, we recognize the limitations of the instructor in having a great impact on industry. Because of teaching responsibilities, instructors have only a moderate amount of time that can be devoted exclusively to industrial visitation and public relations. Likewise, we believe that the most effective "voice" for the Skills Center to an industrial representative is another industrial representative--someone whom he knows to be qualified to evaluate, criticize, and praise a specific training program.

In the past, advisory members have been helpful with a number of suggestions for additional exposure in which the public may be made aware of the objectives and accomplishments of the Memphis Skills Center.

In some instances, members have been in a position to publish articles describing Skills Center activities in a house magazine. Also, radio and television time has been made available. The Newsgram, published monthly by the Skills Center staff and students, is mailed to over six hundred addresses throughout the United States. Some of our advisiory memebers are assisting in having Skills Center placemats distributed to various establishments in

the Memphis area. It is hoped that a Speakers Bureau will soon be organized, comprised of advisory members from various committees and Skills Center personnel. The purpose of such a bureau is to present the "Skills Center Story" to various organization, civic and religious meetings, and any other group in which interest can be created.

QUALIFICATIONS FOR MEMBERSHIP

There are four primary qualifications for effective membership on advisory committees. Though many traits are essential, the following areas have been identified as those most important on the Skills Center committees.

Character

It is essential that committee members be outstanding examples of intelligence, integrity, and honesty. Likewise, they should have a strong sense of responsibility, dependability, and cooperation. As representatives of industry, they should typify those qualities most important in good employees and employers.

Experience

To be most useful, committee members should be knowledgeable about the business or industry which they represent. Likewise, the areas of service to the Skills

Center discussed earlier require those persons with up-to-date, practical experience. Respect of their associates is also important, although members need not be older people with many years of experience. Younger, ambitious people may have an especially strong motivation for success, as they demonstrate their ability to overcome limited opportunities.

Enthusiasm

Another important requirement is that the committee members be enthusiastic, both about his own job and about the Skills Center program. He should also be able to share his enthusiasm with the students and the instructor. Likewise, he should demonstrate interest in the program by attending committee meetings and working cooperatively with the Skills Center staff.

Available Time

The last requirement is that persons have the time available to be effective committee members. Though meetings are held only once every two months, many persons have volunteered to speak to classes about the expectations of industry or about their own company. Others have arranged for a group of students or an entire class to visit their company on a field trip. We realize

that projects such as these involve more than an attendance at scheduled meetings. For this reason, we ask that members be cognizant of this and be willing to devote time toward helping us in any way in which we might benefit from their expertise.

Conclusion

The outstanding features of an advisory committee are that they can provide support and assistance to the Skills Center programs; they can promote the program through their public relations efforts; they can help support legislation regarding appropriations for the Skills Center's continuation; and they are flexible enough to function in a variety of areas. The only limitation is that they have no legislative or administrative authority.

The advice, assistance, and support of an outstanding advisory committee cannot be estimated. By their presence, they indicate approval; by their criticism, they indicate interest. And by their involvement, they become familiar with a continuing source of qualified manpower, as they get a good return for their tax dollar.

GENERAL ADVISORY COMMITTEE

Mr. James Frommel, Chairman

Mr. James Frommel, Controller
WMC Radio and TV
1960 Union, 38104
274-8515

Rev. James Netters, Exec. Director
Community Relations Commission
125 North Main - Room 422, 38103
528-2591

or

Mr. Caby Bryne
Same address as above

Mr. Joe Darden, Attorney
Wiggins & Darden
100 North Main, Room 909, 38103
526-4114

Mr. W. A. McGinnis, Director
Vocational Education
Board of Education
2597 Avery Avenue, 38112
454-5295

Mr. Robert Atkins, Director
Human Services - City Hall
Room 420, 38103
528-3131

Mr. Jim Morris, Personnel Manager
Sealy Southeast
1429 Riverside, 38109
948-4471

Mr. Sherman Austin, New Director
WLOK Radio
363 South Second, 38103
527-9565

Mrs. Carolyn Mosley
Business & Industrial Services
Memphis Area Chamber of Commerce
P. O. Box 224, 38101
523-2322

Chief Gerald Proctor
Shelby County Sheriff Department
150 Washington Avenue, 38103
525-7531 Sta. 38

Mr. Ed Burns
Holiday Inns of America
3742 Lamar
362-4277

Mr. Ed Collins
Holiday Press/Holiday Inn
5959 Hacks Cross Roads
Olive Branch, Mississippi
362-4901

Mr. Peter Ackerson
Personnel Manager
Sears
495 N. Watkins, 38140
725-2121

Mr. Charles Force
Richards Manufacturing Company
1450 East Brooks Road, 38116
396-2121

Mr. Whelan Cully
Chief of Training
Environmental Sanitation
Memphis & Shelby County Health Department
814 Jefferson Avenue, 38105
522-2777

Mr. Warren Draffin
Plough, Inc.
P. O. Box 377, 38101
320-2652

MACHINE SHOP OPERATOR

Ken Bilstein, Chairman
CBI
2700 Channel
Memphis, Tennessee 38113
947-3111

Oree Williams
Tennessee Employment Security
1295 Poplar Avenue
Memphis, Tennessee 38104
726-0838

Jim Rhea
Hunter Fan
2500 Frisco
Memphis, Tennessee 38114
743-1360

Charles Force - CHAIRMAN
Richards Manufacturing Co.
1450 E. Brooks
Memphis, Tennessee 38116
396-2121

Mr. Bill Moyt
Goode Machine Works
1509 Castalia
Memphis, Tennessee 38114
276-4593

W. C. Ellis
W. C. Ellis Co.
245 So. Front
Memphis, Tenn. 38103
525-0567

Mr. John Hooks
International Harvester
3003 Harvester Lane
Memphis, Tennessee 38127
357-5311

Gary Baltimore
Tennessee Bolt and Screw
2700 Summer Avenue
Memphis, Tennessee 38112
452-7491

Mr. Alex Irvine
Personnel Manager
Tayloe Forge Company
P. O. Box 27149, 38127
358-6710

Mr. George Mitchell III
Mitchell & Son
451 North Waldran
Memphis Tennessee 38104
276-5432

APPENDIX D

SAMPLE OF MEETING NOTICE

March 7, 1975

Mr. Julian A. Carpintero
Production Manager
Victoria Tools and Dies
5042 Liberty Avenue
Memphis, TN 93418

Dear Mr. Carpintero:

The Tool and Die Design Advisory Committee will hold a meeting at the Whitestone Area Vocational-Technical School faculty lounge at 4:00 PM on April 8, 1975.

The agenda for this meeting will include: revising curriculum content, selecting books, and the possibilities of establishing a library for the program. A copy of the curriculum and the book entitled, Designing Tool and Dies by John E. Johnson, are being sent under separate cover for your review.

I look forward to seeing you at this meeting.

Sincerely yours,

Darrel S. Howard, Secretary
Tool and Die Design Advisory Committee

DSH:sw

APPENDIX E

SAMPLE OF AGENDA

Whitestone Area Vocational-Technical School
Whitestone, TN

AGENDA

Tool and Die Design Advisory Committee Meeting

Thursday, January 10, 1975

Faculty Lounge

4:00 PM Meeting called to order . . . Chairperson

1. Introduction of all members . . . Chairperson
2. Welcome and brief review of the total schools vocational-technical programs . . . Richard L. Viking
3. The relationship of this committee to the program. . . R. L. Viking
4. Organization of the committee (first meeting of the year). Chairperson
   a. Selection of chairperson and secretary
   b. Selection of dates and time for meetings
   c. Adoption of rules listed in the advisory committee handbook to govern the conduct of the meetings
5. Reading of minutes of last meeting . . . secretary
6. Reading of communications . . . secretary
7. Reports of subcommittees
8. Specific topics for discussion
   a. Developing standards for the selection of students
   b. Arranging a cooperative work-study program
   c. Arranging scholarships for students
9. Adjournment
10. Tour of the school or instructional program under discussion
11. Tour of the school or instructional program in which the advisory committee's recommendations were implemented.

APPENDIX F

SAMPLE OF CRAFT ADVISORY COMMITTEE PLAN OF WORK

	1976-77	1977-78	1978-79
A. STUDENT RECRUITMENT, SELECTION, AND PLACEMENT			
1. Number of Speeches at:			
a. Feeder schools			
b. Youth clubs			
c. Civic clubs			
d. Other organizations			
2. Developing tests used for student selection			
3. Reviewing tests used for student selection			
4. Number of Students Placed on:			
a. Part-time jobs			
b. Cooperative arrangements			
c. Summer jobs			
5. Number of graduates placed on jobs			
6. Number of scholarships raised for students			
7. Number of student follow-ups			
B. PROGRAM OF INSTRUCTION			
1. Curriculum revisions			
2. Reviewing laws affecting the program			
3. Pieces of equipment obtained			
4. Supplies obtained			
5. Visual-aids or charts obtained			
6. Evaluation of book(s) used for the program			
7. Shop safety checks			
8. Evaluation of shop lay-out			
9. Establishing a library of:			
a. books			
b. magazines			
c. movies			
d. visual-aids			
10. Library additions:			
a. books			
b. magazines			
c. movies			
d. visual-aids			
11. Selection of instructional projects:			
12. Field trips arranged:			

APPENDIX F (CONT'D)

	1976-77	1977-78	1978-79
C. PUBLIC RELATIONS			
1. Presenting the Program to:			
a. Unions			
b. Labor			
c. Employers			
d. Magazines			
e. Local news media			
2. Attending and speaking in favor of vocational education at:			
a. State board meetings			
b. Local board meetings			
c. Other			
3. Mounting support campaigns:			
a. Among labor			
b. Among management			
4. Guests brought to:			
a. Career day			
b. Open house			
c. Other school activities			
5. Providing means to advertise the program			
6. Presenting the program on:			
a. Television			
b. Radio			
7. Promoting the program in companies			
D. TEACHER ASSISTANCE			
1. Lecturing in classes			
2. Interpreting laws			
3. Arranging part-time work for instructors			
4. Arranging substitute teachers			
5. Organizing youth contests			
6. Serving as youth contest judges			
7. Helping in the budget			
8. Helping establish teacher qualifications			

APPENDIX G

SAMPLE OF RESOLUTION OF APPRECIATION

RESOLUTION

Adopted May 30, 1975

WHEREAS, The Tool and Die Design Department of Whitestone Area Vocational-Technical School have enjoyed a very proftiable year in working toward their goals for the future; and

WHEREAS, The Advisory Committee has been instrumental in bringing aoubt our success; therefore, be it

RESOLVED, That the members of the Tool and Die Design Program express their appreciation to Mr. Julian A. Carpintero, Ms. Antoinette D'Amando, Mr. John Edwards, Mr. Robert Hill, Mr. Frank Jackson, Mrs. Ruth Mills, Mr. Richard Oswald, Mr. James Perez, Mr. Eugene Smith, and Mr. Anthony Williams; and be it

RESOLVED FURTHER, That this resolution be read on the evening of May 30, 1975, at the annual banquet honoring the advisory committee members and employers, and a copy of this resolution be presented to each member of the committee.

Chairperson, Tool and Die Design Department

APPENDIX H

SAMPLE OF CERTIFICATE OF APPRECIATION

Vocational Industrial Clubs of America

APPRECIATION

This is to recognize

DR. GENE BASUALDO

for special service in the development of industrial youth, and to express the sincere appreciation of the SOUTHWEST TENNESSEE *Association of the Vocational Industrial Clubs of America for faith and support in our goals and purposes*

IN WITNESS WHEREOF THIS CERTIFICATE IS SIGNED THIS

17th DAY OF March 19 75

David P Brant
PRESIDENT STATE ASSOCIATION

Bill W. Weaver
CORPORATE MEMBER VICA INC

Homer Williams
STATE VICA DIRECTOR

APPENDIX I

SAMPLE LETTER OF APPRECIATION

May 10, 1975

Mr. Julian A. Carpintero
Production Manager
Victoria Tools and Dies
5042 Liberty Avenue
Memphis, TN 93418

Dear Mr. Carpintero:

Thank you for your cooperation with the Tool and Die Design Program. Your role has been instrumental in the success of the program. Thanks to your efforts, all the graduating students have been placed in jobs related to their field of study. The scholarship award program and the cooperative work-study program that you helped to implement are now being used as a model by other craft advisory committees in this school.

I am convinced that a continuation of a superior program in Tool and Die Design at its present level is possible only with the support of a knowledgeable and enthusiastic advisory committee.

May I extend to you the good wishes of this institution for your continued success and dedication.

Very sincerely yours,

Bradley J. Rhodes, Chairman
Board of Trustees

BJR:ab